Exhibit Teachers’ Guide

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*EVERY BODY EATS* was produced and is toured by the Oregon Museum of Science and Industry. This exhibit was made possible by a Science Education Partnership Award (SEPA) grant from the National Center for Research Resources (NCRR), a component of the National Institutes of Health (NIH).
Introducing *Every Body Eats*

Our country is in the midst of a health crisis. According to the latest publication of the *Dietary Guidelines for Americans*, between 1992 and 2002, 65 percent of U.S. adults were overweight, an increase from 56 percent since the previous decade. During the same period, almost a third of Americans were obese. Approximately 16 percent of children and adolescents aged 6 to 19 years were considered overweight. Being overweight or obese are major risk factors for some of the leading causes of death in this country, including heart disease and diabetes. Typical American diets and activity levels fall well short of guidelines and recommendations. Never have the topics of nutrition and fitness been so relevant or the need for schools, museums, and communities to work together to address these topics so critical.

Responding to this need, the Oregon Museum of Science and Industry created *Every Body Eats*, an interactive, bilingual exhibit that explores nutrition science and teaches visitors how to make healthy food choices. The exhibit is part of a government-funded project to create four traveling exhibitions and accompanying educational materials focused on current research in nutrition and physical activity and its applications to personal and family wellness. The exhibits and programs are intended to:

- promote intergenerational learning about healthy nutrition and physical activity,
- promote understanding of how clinical research methods and outcomes provide us with this information, and
- encourage families to apply their understanding of healthy eating and physical activity by practicing decision making and helping them find ways to overcome common barriers to healthy choices.

Featuring the most up-to-date nutrition science, *Every Body Eats* targets children in kindergarten through fifth grade and their families and includes bilingual exhibit text and educational materials in Spanish and English. Visitors will see what ingredients are in various foods, learn how to read nutrition labels, scan items at a mini-supermarket, and find out what an appropriate serving size looks like. They will review clinical research and realize that healthy choices are within their reach. The information and activities in this Teachers’ Guide will help extend students’ experiences from the museum to the classroom.

**Learning Objectives**

The majority of adults, and even many kids, know the difference between healthy and unhealthy choices. The *Every Body Eats* exhibit not only teaches visitors basic nutrition information but also allows them to practice healthy eating behaviors in real-world situations. The exhibit focuses on positive motivational health messages, such as short-term and long-term benefits. Activities will give visitors a better understanding of the nutrition science that underlies
recommendations for healthy eating and will empower them to make healthy choices for themselves.

The exhibit content is focused around a single "big idea":

- “The whole family benefits when we make informed healthy choices.”

Several secondary messages support this big idea:

- “I can look to science, including results from clinical research, to get information to help me make healthy choices.”
- “I can look to scientific research to help me decipher the messages about food and nutrition presented by the media and advertisers.”
- “Healthy eating and physical fitness help to keep our bodies strong, give us the energy to do our favorite activities, and enable us to look and feel our best.”
- “Healthy eating involves choosing whole foods and drinking water.”
- “A healthy lifestyle requires a balance of calories in and calories out.”

The *Exhibit Descriptions* section below has take-home messages for each exhibit component.
Nutrition Background Information
See the Additional Resources section at the end of this Teachers' Guide for more information.

What is a healthy diet?
There is plenty of nutrition information available out there. The problem is deciding what sources of information to trust. One good place to start is the Dietary Guidelines for Americans, published every five years by the U.S. Department of Agriculture (USDA) and updated to reflect the latest clinical research findings. The Dietary Guidelines describe a healthy diet as one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
- Includes foods high in protein, such as lean meats, poultry, fish, beans, eggs, and nuts; and
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

The food pyramid to the right provides general guidelines for a child’s daily food intake. This latest edition of the pyramid recognizes that what we eat is only half the equation and highlights the importance of daily activity. Being active is critical to maintaining a healthy weight and preventing chronic disease. (See What are calories? below.)

Some people think they can eat anything they want as long as they take daily vitamin supplements. Fruits, vegetables, and other whole foods, however, contain important substances, such as fiber and phytochemicals, not found in supplements. Because of this, nutrition experts recommend we get most of our nutrients from foods, rather than supplements or vitamin pills.

### MyPyramid

<table>
<thead>
<tr>
<th>FOOD GROUP</th>
<th>AMOUNT NEEDED EACH DAY</th>
<th>EXAMPLES &amp; SERVING SIZES</th>
<th>GO EASY ON:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td>5 to 7 ounces (more if you are extra active)</td>
<td>1 ounce is approximately: 1 slice of bread; 1 cup of dry cereal; 1/2 cup of rice, pasta or cooked cereal; 3 cups of popcorn; 1 small tortilla; 7 round crackers</td>
<td>Refined grains; choose mostly whole grains</td>
</tr>
<tr>
<td>Vegetables</td>
<td>1–1/2 to 2–1/2 cups</td>
<td>1 cup cooked or chopped vegetable; 2 cups salad greens is considered 1 cup from the vegetable group</td>
<td>High-fat salad dressings, butter added to cooked vegetables and fried vegetables such as French fries</td>
</tr>
<tr>
<td>Fruits</td>
<td>1–1/2 cups</td>
<td>1 cup of fruit or 8 ounces of 100% juice Also equal to 1 cup of fruit: 1 small apple; 1 large banana; 1 large orange; 32 grapes; 1/2 cup dried fruit</td>
<td>Fruit with added sugar</td>
</tr>
<tr>
<td>Milk</td>
<td>2 cups (up to age 8) 3 cups (age 9 &amp; older)</td>
<td>1 cup of milk or yogurt or 1–1/2 ounces of cheese</td>
<td>High-fat cheeses and high-sugar dairy desserts</td>
</tr>
<tr>
<td>Meat &amp; Beans</td>
<td>4 to 6 ounces total of meat or meat equivalents</td>
<td>1 ounce lean meat, chicken or fish; 1/4 cup beans; 1 egg; 1 tablespoon of peanut butter; 1/2 ounce (about 2 tablespoons) of shelled sunflower seeds or nuts</td>
<td>High-fat meats</td>
</tr>
</tbody>
</table>

Limit “Extra” foods such as candy, chocolate, cookies, sweetened drinks and fried chips to one to two servings on most days.
What’s the big deal about fruits and vegetables?
Strong scientific evidence from clinical research studies supports the benefits of eating a variety of fruits and vegetables every day. Beyond keeping all of our body systems functioning, research suggests that eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for chronic diseases, such as stroke, coronary heart disease, and type 2 diabetes, and may help decrease bone loss.

And the more fruits and veggies we eat, the better. For example, research shows that eating five or more servings of fruits and veggies lowers our risk for cancer of the pancreas. By increasing to eight servings, we can also help prevent most digestive problems and significantly lower our risk for heart disease and stroke. If we eat eight or more servings a day, we are a third (30%) less likely to get these diseases than people who eat 1–2 servings a day. The Dietary Guidelines recommends 4–5 servings (2–2.5 cups) of fruit and 5–8 servings (2.5–4 cups) of vegetables per day, depending on our calorie needs. Go to http://mypyramid.gov/ to calculate your personal fruit and vegetable intake recommendations.

All fruits and vegetables are not created equal. Each type contains different vitamins, minerals, phytochemicals, and other nutrients. Eating a variety of fruits and vegetables every day can help us stay healthy. Color can be a good guide to nutrient content. For example, orange fruits and vegetables, such as squash, sweet potatoes, carrots, and cantaloupe, contain high amounts of Vitamin A. Eating a variety of colors helps ensure that our bodies get all the nutrients they need.

What are calories?
A calorie is a unit of energy that comes from food. When we eat food, calories become fuel for our bodies, giving us the energy to grow, play, and work. Eating enough calories also helps our bodies fight off illnesses. Without calories, our bodies would shut down. The number of calories we need in a day depends on our age, height, gender, activity level, and other factors.

Balancing the number of calories we consume with the number we burn, called energy balance, is a key component of a healthy diet and lifestyle. Calories consumed in excess of calories burned are stored as fat. High levels of fat stores in the body are associated with elevated risks of certain diseases. Regular exercise is an important part of maintaining energy balance. Even activities that don’t seem like exercise, like gardening, dancing, and playing at a park with your family, can burn off lots of calories and are also lots of fun!

What are nutrients?
Nutrients include fats, carbohydrates, proteins, vitamins, minerals, and water. Each of the nutrients plays an important role in our bodies. We can get all these nutrients from the five food groups outlined in the Food Pyramid.
- **Fats** give our bodies energy and help them absorb vitamins. They also give us healthy skin and hair. Fats are found in many foods, but the healthiest ones come from fish and plants, like nuts, olives, and avocados.
- **Carbohydrates** are a great source of quick energy. We can find carbohydrates in grains, beans, vegetables, and fruits.
- **Proteins** provide building blocks to construct, maintain, and replace the cells in our bodies. The Meat and Beans group contains foods with plenty of protein.
- **Vitamins and minerals** help our cells, tissues, and organs grow, maintain themselves, and defend against disease. We can find vitamins and minerals in many foods, but fruits and vegetables are a great source.
- **Water** has many important jobs such as keeping our bodies at a normal temperature and facilitating chemical reactions. Most of the human body is made up of water.

There are many other substances found in food that are important to staying healthy, including phytochemicals found in fruits and vegetables. Scientists are only beginning to understand the effects of these substances and how they interact with each other. The best way to ensure that our bodies get all of the nutrients they need to thrive is to eat a variety of fruits, vegetables, and whole grains.
Teaching Nutrition

Effective nutrition education should be fun! This may not come as a surprise, but it is nice to know that the days of the boring lecture on macro- and micronutrients are long gone. Research tells us that certain practices are most effective for communicating nutrition concepts to students and promoting healthy eating behaviors and lifestyle choices. The guidelines below come from the book *How to Teach Nutrition to Kids* by Connie Liakos Evers, MS, RD. These guidelines are based on learning theory and research.

Effective nutrition education requires:

- Instruction with a behavioral focus (better to focus on changing specific behaviors rather than on just learning nutrition facts)
- Use of active learning strategies (not just lectures)
- Devotion of adequate time and intensity to nutrition education (the time needed to impact attitudes and behavior is estimated at 50 hours per year)
- A family involvement component
- School meals and food-related policies that reinforce classroom nutrition education
- Teachers with adequate training in nutrition education
Exhibit Descriptions

Each of the Every Body Eats exhibits is designed to be fun, interactive, and educational. The descriptions below outline the activities and key messages for each exhibit component.

Dinner Theatre
The Dinner Theatre features a dining table with instructional placemats, food puppets, human puppets, and chairs. The exhibit encourages young visitors to engage in open-ended play with other visitors. Young children and their caregivers can use the puppets to create stories revolving around eating fruits and vegetables. Copy on the placemats tells visitors how each color of fruits and vegetables helps their bodies in a specific way, prompting constructive interactions.

Key messages: Healthy foods contain nutrients that help our bodies. Each healthy food contains different nutrients. Healthy foods include fruits and vegetables.

Sizing Up Servings
A serving is a measurement of food. Each type of food, such as fruits, vegetables, and meat, has a particular serving size. Nutrition experts recommend that each person consume a certain number of servings of a food each day, e.g., five to nine servings of fruits and vegetables. However, many people find it difficult to remember how large servings should be. This simple exhibit makes remembering serving sizes much easier. Visitors take puzzle pieces with photos of different foods and match each to an object that represents that food’s serving size. For instance, a deck of cards is the proper size of a serving of meat, while a pair of dice represents a cheese serving. If the visitor’s card is correctly placed next to its match, green lights above the puzzle piece will light up.

Key messages: A serving is the recommended amount of a food, while a portion is the amount that is actually served. Understanding how much of a food we should eat at one meal can help us to eat in a healthy way.

Calories In, Calories Out
This interactive consists of a hand-turned cycle and buttons that allow a visitor to choose from a variety of snacks. The visitor chooses a snack by pressing a button and starts to pedal the cycle. A screen in front of them gives information about the number of calories the visitor has burned while pedaling and the number of minutes left to burn off the snack. Visitors may choose an alternate snack at any time during the activity by pushing a button. The display then changes to correspond to that snack.

The exhibit provides a unique way to compare the amount of time it takes to burn off healthy snacks, such as fruits and vegetables, and unhealthy snacks, like
candy bars. Visitors learn that food gives them energy in the form of calories and that some foods contain more calories than others. They also discover that they need to burn off extra calories if they eat more than they need to fuel their body.

**Key messages:** In order to maintain a healthy weight, calories in and out have to be balanced. Junk foods often have more calories than healthy foods. I will need to exercise for a significant amount of time to burn off high-calorie foods. We need calories to give our bodies energy.

**Added Ingredients**
While many people check the ingredients before buying a food, they may have trouble visualizing the ingredients. In this interactive experience, visitors will see photos of common foods in their packages. By "opening" the "package," they can view some of the actual ingredients in the food: vials of sugar, tubes of fat, and cylinders of sodium. They can compare these amounts to the recommended daily amounts of these ingredients in an acrylic box nearby. Visitors may be shocked to find that some of the foods contain more than half of the recommended daily amounts of added ingredients, such as sugar, in a single serving. They will also learn about some of the health problems associated with consuming large amounts of these added ingredients.

**Key messages:** Common foods that we eat contain large amounts of sugar, fat, and sodium. It is important to read nutrition labels to understand what is in your food.

**Eat a Rainbow**
This simple interactive for young children consists of an extra large rainbow puzzle. Children can place puzzle pieces shaped like fruits and vegetables in the proper color section of the rainbow while learning that these healthy foods come in many colors and variety is essential. An extra feature of this component is revealed when children take the pieces out; inside they will find a photo of the cross-section of the fruit or vegetable. This exhibit also helps introduce children to fruits and vegetables they may not have seen before. Information for parents in the exhibit gives helpful tips for introducing children to new foods. Eating a variety of foods is important for maximal nutritional benefit as each food contains different vitamins, minerals, and antioxidants that are important for preventing disease and maintaining health.

**Key messages:** People should eat a variety of fruits and vegetables to be healthy. Fruits and vegetables of a similar color help our bodies in the same ways. Fruits and vegetables of different colors help our bodies in unique ways.

**Fuel Your Body**
This exhibit uses the analogy of racecars fueling up for a race to teach visitors about the importance of eating a healthy balanced breakfast. Two visitors can choose from a variety of breakfast foods by pushing buttons at individual stations to make their choices. They are prompted to choose a breakfast similar to the
one they ate that morning. When the visitors have made their choices, they press a button to start the "race." Two racecars move along a track above in response to the choices. If the visitors chose a healthy balanced breakfast that included protein and fiber, the car will make it to the finish line with a congratulatory message. If the breakfast was not balanced, the visitors will receive an onscreen message telling them how they can improve their breakfast next time. If they did not make it to the finish line, visitors are encouraged to try again, this time making choices that he or she thinks will create a healthy breakfast.

Key Messages: Our bodies need the right amounts of protein, carbohydrates, and fruits/vegetables to have energy to make it through the day. Our bodies are like cars; they cannot run without fuel. Breakfast is the most important meal of the day.

Reading Labels
Nutrition Facts labels can be a challenge to interpret for even the most nutrition-savvy consumer. This exhibit component promotes nutrition label literacy by explaining each part of the Nutrition Facts label and then quizzing visitors to enable them to practice their skills. A larger-than-life Nutrition Facts label includes color-coded sections to help visitors understand the breakdown of information presented, including vitamins, calorie content, and nutrients that should be limited. At each of four stations, visitors view three products and their Nutrition Facts labels. Visitors are presented with a question, such as "Which product contains trans fats?" and they must compare and interpret the labels to find the answer. Flip doors reveal the correct and incorrect answers and give more information about the nutrients.

Key messages: Nutritional labels give a variety of information, such as calories, fat, and amounts of certain vitamins. In order to make healthy choices, it is important to read nutritional labels.

Advertising Detectives
Many nutrition educators mention media literacy as one of the most important skills available for assisting children and adults in making healthy nutritional decisions. In this exhibit component, visitors view print ads on screen and push a button to reveal the "hidden messages" behind the ads. The exhibit teaches visitors to look beyond the surface of the ads to the real story behind the product. Are advertisers trying to evoke a certain emotion with their ads? Will eating a certain food give you a particular image? Visitors will learn how to read between the lines and decide for themselves.

Key Messages: Food advertisers only give one side of the story, and this side of the story is often exaggerated or incorrect. Food advertisers try to manipulate people into buying their product.
Hunger Signals
This exhibit focuses on listening to the signals our bodies give us when we are deciding whether to eat and how much to eat. In this computer game, the visitor chooses a character and guides the character through a week of eating snacks and meals. Visitors are presented with decision points. Should the character eat or forgo eating for an alternate activity? Hunger meters and feeling meters help the visitor gauge the character’s emotions and hunger levels and give them information they need to make a decision. The visitor will learn that there are many reasons we eat and that people are not always motivated to eat by hunger. The exhibit also sends the message that eating only when we are hungry is a healthy habit.

Key Messages: To be healthy, it is important to listen to your body’s signals. It is best to eat for energy or because we are hungry not because we are feeling bored, lonely, or down. Your body will tell you when it is full and it is important to listen to this message because overeating can cause many problems.

Supermarket Nutrition
Visitors can enact a visit to the supermarket in this unique activity. Visitors choose among a variety of foods to make a meal. As they make their choices, they scan the bar codes of the foods into the “cash register.” When they are finished, they “total” their “purchase.” Instead of revealing how much they owe, the computer gives feedback about the choices they made and how they might create a healthier, more balanced meal the next time. Feedback includes information about the different food groups and how important it is to eat a variety of foods at each meal. Visitors also learn which nutrients to limit and why they should increase their consumption of certain foods.

Key Messages: There are a variety of food choices at the grocery store and I can use my nutrition knowledge to make healthy choices. Eating nutritious foods will help me to be healthy. Eating some junk food is okay as long as the majority of your food is healthy.

Liquid Calories
As the rate of soda consumption has increased, so have obesity rates in the United States. Visitors can see a visual representation of this in the Liquid Calories exhibit through an interactive graph. As the visitor slides a line graph showing the increase in obesity, the graph will overlay an additional graph documenting the increase in soda consumption. Visitors will note the similarities in the lines on the graphs. Visitors can also see a graphic of soda cans representing the average amount of soda consumed by an American in six months. Questions on flip doors quiz visitors regarding their knowledge of soda consumption and soda’s main ingredient, high fructose corn syrup.

Key Messages: The types of foods we consume may be at least partially responsible for increases in obesity rates. There has been a general trend in the
U.S. toward eating less healthy food and eating greater amounts of junk food. High fructose corn syrup affects our bodies differently than other sugars.

**Shaking the Salt Habit**
Using interactive flip doors, this exhibit component tests the visitor’s knowledge about the health effects of sodium and where it is commonly found. Visitors also view a graphic representation of the amount of salt the average American eats in a year.

*Key Messages:* The types of foods we consume may be at least partially responsible for poor health. Food additives can cause health problems. Sodium is found mainly in processed foods.

**Veggie Power**
This interactive focusing on clinical research consists of a human body graphic. A visitor turns a dial to choose increasing numbers of fruit and vegetable servings. As the number of servings increases, light-up messages reveal how larger quantities of fruits and vegetables prevent disease. Visitors learn that adding just one or two servings of vegetables and fruits to their diet in a day can have a positive effect on their health. They also learn how doctors and nutritionists use clinical research to create recommendations for what we should eat.

*Key Messages:* We are learning more about nutrition every day because of clinical research. Eating fruits and vegetables will prevent some diseases. The more fruits and vegetables I eat, the lower my chances of getting certain diseases.
Planning Your Field Trip

Educational research has identified the following recommendations for helping your students get the most out of their field trip.

Student knowledge of the field trip setting and agenda is important. Studies suggest that children in a novel environment (such as a museum or science center) initially focus their attention on learning about the setting rather than the instructional material. Prior information about the trip agenda (how we will get there, where we will park, what we will see, what we can buy, where we will eat, etc.) will enhance your students’ educational experience. In one study, providing advance information about the setting enhanced learning more than prior information about the subject of the exhibit! Of course, providing both types of information ahead of time is valuable.

Prepare students with pre-trip activities. Students will be better prepared to learn about the topic if it has already been introduced to them before the trip. This exposure can be brief! For ideas for activities to use before visiting Every Body Eats, see the Activities for Before and After Your Visit section of this Teachers’ Guide. Pre-visit activities can also include vocabulary words, reading and writing assignments, classroom projects, and related activities found in existing textbooks and recommended resources.

Follow up on the field trip with post-trip activities. Post-field trip activities help to connect the museum experience to the classroom. Exhibits at the museum may spark curiosity or interest, which can serve as the basis for further learning in the classroom.

Help us evaluate your museum experiences. Your feedback is vital for the evaluation and improvement of our exhibits and other educational offerings. Please share your comments with us during your visit.
Active Learning Log

The Every Body Eats "Active Learning Log" is designed to further engage students and maximize their learning while they are in the exhibit. More than a scavenger hunt, the Learning Log encourages students to connect their own lives with the exhibit content by asking them to think about actual experiences in the context of exhibit-based questions.

Blank English and Spanish versions of the Learning Log are provided below, as well as a teacher answer key in each language.
Introductory Panel
Design a meal that includes all of the food groups listed on the introductory panel.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruits</th>
<th>Grains</th>
<th>Meat and Beans</th>
<th>Milk</th>
<th>Healthy Oils</th>
</tr>
</thead>
</table>

Which two groups are especially good sources of vitamins and minerals?

Veggie Power
List or draw 2–3 different fruits and 3–5 different vegetables that you would like to try eating. Pick at least five different colors of fruits and vegetables.

Fruits and vegetables:

How many did you list or draw?

According to scientists, what are some of the health benefits of eating a variety of fruits and veggies every day?

Reading Labels
Here’s a nutrition fact label for a bag of pretzels.

**Pretzels**
Serving Size 1 oz.
Servings Per Container About 16
Amount Per Serving
Calories 110 Calories from Fat 10
Total Fat 1g 2%
Sat Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 450mg 19%
Total Carbohydrate 23g 8%
Dietary Fiber 1g 4%
Sugars less than 1g
Protein 2g
Vit A 0% Vit C 0%
Calcium 0% Iron 6%

**Ingredients:** Enriched Flour (Wheat Flour, Niacin, Reduced Iron, Thiamin Mononitrate, Riboflavin, Folic Acid), Salt, Corn Syrup, Corn Oil, Yeast, Malt Extract, Sodium Bicarbonate, Ammonium Bicarbonate, and Artificial Flavor.

Name one product in the “Reading Labels” exhibit that has the same serving size as the pretzels.

Name one product in the exhibit that has more fiber per serving.

Name one product in the exhibit that has more Vitamin C per serving.

Name one product in the exhibit that has less sodium per serving.
Hunger Signals
Describe a time in the game when it was a good idea to have a snack. Fill in the hunger and feelings meters.

Describe a time from your life when you felt good about having a snack. Fill in your hunger and feelings meters.

Fuel Your Body
What did you have for breakfast this morning? List everything that you remember.

Play the Fuel Your Body game, choosing foods and drinks that best match your breakfast. Mark your choices here:

- juice
- pancake or waffle
- pastry
- whole-wheat toast
- yogurt
- corn tortilla
- rice
- fruit or fruit jam
- coffee
- sweetened cereal
- oatmeal or whole grain cereal
- cheese
- egg
- milk
- beans or soybeans

How far did your racecar go?

Now try to make a healthy breakfast to get your racecar to the finish line. Mark your choices here:

- juice
- pancake or waffle
- pastry
- whole-wheat toast
- yogurt
- corn tortilla
- rice
- fruit or fruit jam
- coffee
- sweetened cereal
- oatmeal or whole grain cereal
- cheese
- egg
- milk
- beans or soybeans

What did you change to make your breakfast healthier?

Extra Credit
Choose one interesting fact from the Every Body Eats exhibit and prepare a trivia question to “stump” your class or family. (Be sure to write down the answer so that you remember it!)
Panel Inicial
Diseña una comida que incluya todos los grupos alimenticios que se encuentran en el panel inicial.

<table>
<thead>
<tr>
<th>Verduras</th>
<th>Frutas</th>
<th>Cereales</th>
<th>Carnes y frijoles</th>
<th>Leche</th>
<th>Aceites saludables</th>
</tr>
</thead>
</table>

¿Cuáles dos grupos de alimentos son especialmente una buena fuente de vitaminas y minerales?

El poder de las Verduras
Escribe o dibuja de 2 a 3 frutas diferentes y de 3 a 5 verduras diferentes que te gustaría probar. Escoge al menos cinco colores diferentes de frutas y verduras.

¿Cuántas escribiste o dibujaste?

De acuerdo a los científicos, ¿cómo se beneficiaría nuestra salud al comer una variedad de frutas y verduras todos los días?

Leer la Etiqueta
Aquí está la etiqueta nutricional de una bolsa de pretzels.

<table>
<thead>
<tr>
<th>Pretzels</th>
</tr>
</thead>
</table>
Porción 1 onza
Porciones por empaque Alrededor de 16
Cantidad por Porción
Calorías 110 Calorías de grasa 10
Grasa Total 1g 2%
Grasa saturada 0g 0%
Grasa trans 0g 0%
Colesterol 0mg 0%
Sodio 450mg 19%
Total de carbohidratos 23g 8%
Fibra dietética 1g 4%
Azúcar menos de 1g
Proteínas 2g
Vitamina A 0%  Vitamina C 0%
Calcio 0%  Hierro 6%

Ingredientes: Harina enriquecida (harina integral, acido nicotínico, hierro reducido, tiamina mononitrito, riboflavina, acido fólico), sal, jarabe de maíz, aceite de maíz, levadura, extracto de malta, bicarbonato de sodio, bicarbonato de amonio y sabor artificial.

Nombra un producto de la exhibición “Leer la Etiqueta” que tenga el mismo tamaño de porción que los pretzels.

Nombra un producto de la exhibición que tenga más fibra por porción.

Nombra un producto de la exhibición que tenga más Vitamina C por porción.

Nombra un producto de la exhibición que tenga menos sodio por porción.
Señales de Hambre
Describe un momento del juego cuando comer un bocadillo era una buena idea. Anótalo en los medidores de hambre y sentimientos.

Describe un momento de tu vida cuando te sentiste bien comiendo un bocadillo. Anótalo en los medidores de hambre y sentimientos.

Llena de Energía tu Cuerpo
¿Qué desayunaste esta mañana? Haz una lista de todo lo que recuerdas.

Juega *Llena de Energía tu Cuerpo* escogiendo los alimentos y las bebidas que más se parecen a tu desayuno. Marca tus selecciones aquí:

- ○ jugo
- ○ panqueque o waffle
- ○ pastelito
- ○ rebanada de pan integral
- ○ yogurte
- ○ tortilla de maíz
- ○ arroz
- ○ fruta o mermelada de fruta
- ○ café
- ○ cereal azucarado
- ○ avena o cereal integral
- ○ queso
- ○ huevos
- ○ leche
- ○ frijoles o granos de soya

¿Hasta dónde llegó tu carro de carreras?

Ahora intenta hacer un desayuno saludable para que tu carro de carreras llegue a la meta. Marca tus selecciones aquí:

- ○ jugo
- ○ panqueque o waffle
- ○ pastelito
- ○ rebanada de pan integral
- ○ yogurte
- ○ tortilla de maíz
- ○ arroz
- ○ fruta o mermelada de fruta
- ○ café
- ○ cereal azucarado
- ○ avena o cereal integral
- ○ queso
- ○ huevos
- ○ leche
- ○ frijoles o granos de soya

¿Qué cambiaste para que tu desayuno fuera más saludable?

Crédito Extra
Escoge un dato interesante de la exhibición *Every Body Eats* y prepára una pregunta para sorprender a tus compañeros de clase y tu familia. (¡Asegúrate de escribir la respuesta para que puedas recordarla!)
Every Body Eats Active Learning Log—Teacher Answer Key
Name: __________________________

Introductory Panel
Design a meal that includes all of the food groups listed on the introductory panel.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruits</th>
<th>Grains</th>
<th>Meat and Beans</th>
<th>Milk</th>
<th>Healthy Oils</th>
</tr>
</thead>
<tbody>
<tr>
<td>[answers will vary]</td>
<td>[answers will vary]</td>
<td>[answers will vary]</td>
<td>[answers will vary]</td>
<td>[answers will vary]</td>
<td>[answers will vary]</td>
</tr>
</tbody>
</table>

Which two groups are especially good sources of vitamins and minerals?
[Fruits and vegetables.]

Veggie Power
List or draw 2–3 different fruits and 3–5 different vegetables that you would like to try eating. Pick at least five different colors of fruits and vegetables.

Fruits and vegetables: [answers will vary]

How many did you list or draw?

According to scientists, what are the health benefits of eating a variety of fruits and veggies every day? [Less likely to develop breast cancer (4 servings), lower risk for cancer of the pancreas (5 servings), enough fiber to prevent most digestive problems (6–7 servings), lower risk for heart disease and stroke (8 servings), keep more calcium in the body (9 servings).]

Reading Labels
Here’s a nutrition fact label for a bag of pretzels.

Pretzels
Serving Size 1 oz.
Servings Per Container About 16
Amount Per Serving
Calories 110 Calories from Fat 10
Total Fat 1g 2%
Sat Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg
Sodium 450mg 19%
Total Carbohydrate 23g 8%
Dietary Fiber 1g 4%
Sugars less than 1g
Protein 2g
Vit A 0% Vit C 0%
Calcium 0% Iron 6%
Ingredients: Enriched Flour (Wheat Flour, Niacin, Reduced Iron, Thiamin Mononitrate, Riboflavin, Folic Acid), Salt, Corn Syrup, Corn Oil, Yeast, Malt Extract, Sodium Bicarbonate, Ammonium Bicarbonate, and Artificial Flavor.

Name one product in the “Reading Labels” exhibit that has the same serving size as the pretzels. [Potato chips.]

Name one product in the exhibit that has more fiber per serving. [Oatmeal, bread, frozen potato wedges, oatmeal cookies.]

Name one product in the exhibit that has more Vitamin C per serving. [Fruit loop cereal, tomato sauce, fruit cocktail, frozen potato wedges, potato chips.]

Name one product in the exhibit that has less sodium per serving. [All of the products have less sodium.]
Hunger Signals
Describe a time in the game when it was a good idea to have a snack. Fill in the hunger and feelings meters. *[Hungry after school; hungry after exercising and before dinner.]*

Describe a time from your life when you felt good about having a snack. Fill in your hunger and feelings meters. *[Answers will vary.]*

Fuel Your Body
What did you have for breakfast this morning? List everything that you remember.

Play the *Fuel Your Body* game, choosing foods and drinks that best match your breakfast. Mark your choices here:

- ○ juice ○ pancake or waffle ○ pastry ○ whole-wheat toast ○ yogurt ○ corn tortilla ○ rice ○ fruit or fruit jam ○ coffee ○ sweetened cereal ○ oatmeal or whole grain cereal ○ cheese ○ egg ○ milk ○ beans or soybeans

How far did your racecar go?

Now try to make a healthy breakfast to get your racecar to the finish line. Mark your choices here:

- ○ juice ○ pancake or waffle ○ pastry ○ whole-wheat toast ○ yogurt ○ corn tortilla ○ rice ○ fruit or fruit jam ○ coffee ○ sweetened cereal ○ oatmeal or whole grain cereal ○ cheese ○ egg ○ milk ○ beans or soybeans

What did you change to make your breakfast healthier?

Extra Credit
Choose one interesting fact from the *Every Body Eats* exhibit and prepare a trivia question to “stump” your class or family. (Be sure to write down the answer so that you remember it!)

*[Answers will vary.]*
Panel Inicial

Diseña una comida que incluya todos los grupos alimenticios que se encuentran en el panel inicial.

<table>
<thead>
<tr>
<th>Verduras</th>
<th>Frutas</th>
<th>Cereales</th>
<th>Carnes y frijoles</th>
<th>Leche</th>
<th>Aceites saludables</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Las respuestas pueden variar]</td>
<td>[Las respuestas pueden variar]</td>
<td>[Las respuestas pueden variar]</td>
<td>[Las respuestas pueden variar]</td>
<td>[Las respuestas pueden variar]</td>
<td>[Las respuestas pueden variar]</td>
</tr>
</tbody>
</table>

¿Cuáles dos grupos de alimentos son especialmente una buena fuente de vitaminas y minerales?
[Frutas y verduras]

El poder de las Verduras

Escribe o dibuja de 2 a 3 frutas diferentes y de 3 a 5 verduras diferentes que te gustaría probar. Escoge al menos cinco colores diferentes de frutas y verduras.

Frutas y verduras [Las respuestas pueden variar]

¿Cuántas escribiste o dibujaste?

De acuerdo a los científicos, ¿cómo se beneficiaría nuestra salud al comer una variedad de frutas y verduras todos los días? [Menos probabilidades de desarrollar cáncer del seno (4 porciones), reducir el riesgo de cáncer de páncreas (5 porciones), suficiente fibra para prevenir la mayoría de problemas digestivos (6–7 porciones), reducir el riesgo de enfermedades del corazón e infarto (8 porciones), mantener más calcio en el cuerpo (9 porciones).]

Leer la Etiqueta

Aquí está la etiqueta nutricional de una bolsa de pretzels.

<table>
<thead>
<tr>
<th>Pretzels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porción 1 onza</td>
</tr>
<tr>
<td>Porciones por empaque Alrededor de 16</td>
</tr>
<tr>
<td>Cantidad por Porción</td>
</tr>
<tr>
<td>Calorías 110 Calorías de grasa 10</td>
</tr>
<tr>
<td>Grasa Total 1g 2%</td>
</tr>
<tr>
<td>Grasa saturada 0g 0%</td>
</tr>
<tr>
<td>Grasas trans 0g 0%</td>
</tr>
<tr>
<td>Colesterol 0mg 0%</td>
</tr>
<tr>
<td>Sodio 450mg 19%</td>
</tr>
<tr>
<td>Total de carbohidratos 23g 8%</td>
</tr>
<tr>
<td>Fibra dietética 1g 4%</td>
</tr>
<tr>
<td>Azúcar menos de 1g</td>
</tr>
<tr>
<td>Proteínas 2g</td>
</tr>
<tr>
<td>Vitamina A 0% Vitamina C 0%</td>
</tr>
<tr>
<td>Calcio 0% Hierro 6%</td>
</tr>
</tbody>
</table>

**Ingredientes:** Harina enriquecida (harina integral, ácido nicotínico, hierro reducido, tiamina mononitrato, riboflavina, ácido fólico), sal, jarabe de maíz, aceite de maíz, levadura, extracto de malta, bicarbonato de sodio, bicarbonato de amonio y sabor artificial.

Nombra un producto de la exhibición “Leer la Etiqueta” que tenga el mismo tamaño de porción que los pretzels. [Papas fritas.]

Nombra un producto de la exhibición que tenga más fibra por porción. [Avena, pan, pedazos de papa congeladas, galletas de avena.]

Nombra un producto de la exhibición que tenga más Vitamina C por porción. [Cereal fruit loop, salsa de tomate, coctel de frutas, rebanadas de papa congeladas, papas fritas.]

Nombra un producto de la exhibición que tenga menos sodio por porción. [Todos los productos tienen menos sodio.]
Señales de Hambre
Describe un momento del juego cuando comer un bocadillo era una buena idea. Anótalo en los medidores de hambre y sentimientos.
[Con hambre después de la escuela; con hambre después de hacer ejercicio y antes de la cena.]

Describe un momento de tu vida cuando te sentiste bien comiendo un bocadillo. Anótalo en los medidores de hambre y sentimientos.
[Las respuestas pueden variar.]

Llena de Energía tu Cuerpo
¿Qué desayunaste esta mañana? Haz una lista de todo lo que recuerdas.

Juega Llena de Energía tu Cuerpo escogiendo los alimentos y las bebidas que más se parecen a tu desayuno. Marca tus selecciones aquí:

¿Hasta dónde llegó tu carro de carreras?

Ahora intenta hacer un desayuno saludable para que tu carro de carreras llegue a la meta. Marca tus selecciones aquí:

¿Qué cambiaste para que tu desayuno fuera más saludable?

Crédito Extra
Escoge un dato interesante de la exhibición Every Body Eats y prepara una pregunta para sorprender a tus compañeros de clase y tu familia. (¡Asegúrate de escribir la respuesta para que puedas recordarla!) [Las respuestas pueden variar.]
Activities for Before and After Your Visit
These easy-to-use activities introduce nutrition concepts from Every Body Eats and can be used to reinforce healthy eating behaviors after students visit the exhibit.

The activities are adapted with permission from the book Nutrition Fun with Brocc and Roll by Connie Liakos Evers, MS, RD.

Grades K–2 Pre-Trip Activity: Food Gives Me Energy
Grades K–2 Post-Trip Activity: Wacky Snacks
Grades 3–5 Pre-Trip Activity: Pocket Tally
Grades 3–5 Post-Trip Activity: Goal-Setting Calendar

See the Nutrition Background Information and Additional Resources section to learn more about the nutrition science behind these activities.
Food Gives Me Energy

This activity is adapted by permission from Nutrition Fun with Brocc and Roll by Connie Liakos Evers, MS, RD.

Description: This basic nutrition activity encourages young students to think about the benefits of healthy eating. Students create lists of activities they like to do, then list their favorite healthy foods that will give them the energy to do these activities.

Learning Objectives: Students will learn that healthy eating gives us the energy to do our favorite activities.

<table>
<thead>
<tr>
<th>SCIENCE TOPICS</th>
<th>GRADE LEVEL</th>
<th>PROCESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human health</td>
<td>K–2</td>
<td>Choosing healthy foods</td>
</tr>
<tr>
<td>Importance of healthy foods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TIME REQUIRED**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Set Up</th>
<th>Activity</th>
<th>Clean Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Preparation</td>
<td>10 minutes</td>
<td>5 min</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**ACTIVITY MATERIALS**

- Copies of Food Gives Me Energy activity sheet (one per student)
- Pencils or pens (one per student)
- Large sheet of paper or dry erase board
- Markers
- Crayons or colored pencils in several bowls or containers (optional)
ADVANCE PREPARATION

- Make copies of the Food Gives Me Energy activity sheet (one per student).
- If students will be coloring their sheets, place crayons or colored pencils in several small containers that can be distributed around the activity stations.

SET UP

- Hang the large sheet of paper up where students will be able to see it while brainstorming as a group.

INTRODUCING THE ACTIVITY

Tailor your presentation to your individual style and to students’ ability levels. Sample scripts and example questions are provided in italics.

- Begin the class with a group discussion. 
  With this activity we are going to learn about nutrition and why it is important to eat healthy foods. Has anyone heard the word nutrition before? Does anyone know what we mean when we talk about nutrition? Nutrition is the science of healthy eating.
- Why do you think it’s important to eat healthy foods?
- Help students brainstorm as necessary. Record students’ answers on a large piece of paper or a white board. Make sure to keep the class focused on positive reasons to eat healthy foods. Possible answers include:
  - Keeping our bodies strong and healthy (muscles, teeth, bones, heart, etc.).
  - Helping us to feel good (happy, energetic, etc.).
  - Giving us the energy to do our favorite activities (sports, play, school, etc.).
  - Keeping our brains working and helping us do well in school (smarter, better grades, pay attention in class, etc.).
- Next, brainstorm examples of healthy foods.
- Record students’ answers. Possible answers include: whole grains, fruits and vegetables, lean meats (e.g., turkey, chicken, fish), low fat dairy (cheese, yogurt, milk), beans and nuts, foods low in added sugar, salt, saturated fat, and cholesterol, etc.
- Once the class has finished brainstorming, tell them they are going to do an activity where they list some of their favorite things to do and some of their favorite healthy foods that help them do those things.
PROCEDURE

- Pass around sheets.
- Have students make their lists. If necessary, remind them of some of the examples the class brainstormed together.
- *Now you’re making your own list!*
- After making their lists, have students color in their sheets, if desired and as time allows.

DISCUSSION QUESTIONS

Remember, there are no incorrect answers. Let students present their ideas and guide the conversation to the greatest extent possible.

- Ask students to share items from their lists.
- *What is one of your favorite activities to do? What is one of your favorite healthy foods?* Students will have a variety of items to share.
- *How do you think these foods can help us do our favorite things?* Possible answers include: they give us vitamins, minerals, nutrients, protein, etc., that our bodies need; they keep us healthy and active; and they give us the energy we need to be active.

CLEAN UP

- Ask students to gather crayons and pencils and place them back in containers.

POSITIVE MESSAGES

Children may easily lose interest in nutrition activities if too much emphasis is placed on how proper nutrition prevents disease. Instead, emphasize positive nutrition messages. Remind children that healthful food promotes achievement. In school or on the playing field, kids who eat well perform better and achieve higher levels of mastery. A nutritious diet fuels the body for learning, growth, sports, and play.
Food gives me energy
So I can do... MY FAVORITE THINGS! How about you?
Wacky Snacks

This activity is adapted by permission from Nutrition Fun with Brocc and Roll by Connie Liakos Evers, MS, RD.

Description: Students brainstorm fun ways to eat fruits and vegetables.

Learning Objectives: Students will practice making healthy food choices and creating their own recipes.

<table>
<thead>
<tr>
<th>SCIENCE TOPICS</th>
<th>GRADE LEVEL</th>
<th>PROCESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human health</td>
<td>K–2</td>
<td>Choosing and preparing healthy foods</td>
</tr>
<tr>
<td>Importance of fruits and vegetables</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIME REQUIRED

<table>
<thead>
<tr>
<th>Advance Preparation</th>
<th>Set Up</th>
<th>Activity</th>
<th>Clean Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>30 minutes</td>
<td>None</td>
</tr>
</tbody>
</table>

10 minutes None 30 minutes None

Teacher Note: As an optional extension, this activity includes information and guidelines on how to cook with kids in your classroom. See the Explanation section below.

ACTIVITY MATERIALS

- Copies of Wacky Snacks activity sheets (one set per student)
- Pencils or pens (one per student)
- Copies of the Recipe Review activity sheet (optional—one per student)
ADVANCE PREPARATION

- Make copies of the Wacky Snacks activity sheets (one set per student). The two sheets can be copied onto both sides of a single sheet of paper.
- If students will be completing the optional take-home part of the activity, make one copy of the Recipe Review activity sheet for each student.

INTRODUCING THE ACTIVITY

Tailor your presentation to your individual style and to students’ ability levels. Sample scripts and example questions are provided in italics.

- Begin the class with a review of the information from past activities or the Every Body Eats exhibit.
  *Who remembers some of the reasons why it’s important to eat healthy foods?*
  - Possible answers include: Keeping our bodies strong and healthy (muscles, teeth, bones, heart, etc.).
  - Helping us to feel good (happy, energetic, etc.).
  - Giving us the energy to do our favorite activities (sports, play, school, etc.).
  - Keeping our brains working and helping us do well in school (smarter, better grades, pay attention in class, etc.).

- *Does anyone remember how many different servings of vegetables or fruits scientists recommend we eat in a day?*
  In the past many sources called for five, but nutrition experts now recommend 9–13 servings of vegetables and fruits per day, depending on calorie needs.

- *Besides fruits and vegetables, can anyone think of other types of healthy foods?*
  Students may have difficulty thinking of other examples. Some possibilities might include: whole grains, lean meats (e.g., turkey, chicken, fish), low fat dairy (cheese, yogurt, milk), beans and nuts, foods low in added sugar, salt, saturated fat, and cholesterol, etc.

- Tell students that in this activity they are going to be healthy food chefs creating their own recipes for Wacky Snacks.
PROCEDURE

- Pass around the Wacky Snacks activity sheets.
- Review the examples provided on the first page with students.
- Have students think about these examples, then try to come up with their own recipe.
- *Now you’re making your own recipes!*
- Have students write their recipe in the space provided. If time allows, have them try to come up with a second recipe and write it in the provided space.
- If desired, the instructor can suggest guidelines or goals for the students’ recipes (for example, recipes should include at least two different fruits and vegetables, three different healthy ingredients, three different colors of fruits and vegetables, etc.).
- If students will be completing the take-home portion of the activity, hand out the Recipe Review activity sheet and review it and the assignment as a class.

DISCUSSION QUESTIONS

Remember, there are no incorrect answers. Let students present their ideas and guide the conversation to the greatest extent possible.

- Ask students to share their recipes. Make sure they get a chance to share both the ingredients and the names they come up with, too!
- *What healthy foods went into your recipe?*
- *Do you think your recipe would be fun to cook?*

COOKING WITH KIDS

Nutrition education takes on a whole new life when combined with cooking projects. Learning to cook gives children a boost in confidence, exposure to new and healthful foods, and inspiration to continue cooking at home. Not all classrooms will be able to involve students in food preparation at school. This activity provides a framework for students to exercise their creativity and plan a cooking project that would make a great homework assignment. Students can be encouraged to try either their own recipe or one of the examples provided at home.
For instructors who have the resources and ability to cook with their students, a set of guidelines for doing so safely appears below.

**Guidelines for Safe Classroom Cooking**
*Adapted from *How to Teach Nutrition to Kids* by Connie Liakos Evers, MS, RD.

With so many hands busy at work, classroom cooking poses a challenge for keeping food sanitary and working conditions safe. When planning cooking projects, be sure to enlist the help of school staff or parent volunteers. The reminders below are essential for a safe, enjoyable cooking experience.

**Before You Begin**
- Send a letter home to parents explaining that the class will participate in cooking projects that enhance the curriculum. Be sure to elicit information on food allergies or intolerances or any specific medical conditions that prohibit their children from eating certain foods. Include permission slips for parents to sign and return.
- Call the local health department to find out how to become certified as a food handler. You may be required to take a course or pass a test before handling food in a public setting (local regulations vary).
- Be sure that all staff and volunteers who assist with classroom cooking have read and understand the guidelines presented here.

**Proper Hand Washing is Vital!**
- Demonstrate to students the techniques for proper hand washing. Thoroughly scrub all surfaces of the hands and nails with soap, rinse with warm water, and dry with clean paper towels.
- The factor most important in producing clean hands is time. Encourage students to scrub hands for the duration of the “A-B-C song” (about 20 seconds).
- If the restroom is used for hand washing prior to handling food, prop the door open. Otherwise, students will touch the bacteria-covered doorknob on their way out.
- Remind students to wash their hands after:
  - using the restroom;
  - touching their faces, hair, or neighbor;
  - blowing their noses or sneezing;
  - handling raw meat, chicken, eggs, or fish.

**Provide a Sanitary Work Surface for Handling Food**
- Desks or tables should be cleared, cleaned, and covered with clean butcher paper, a vinyl placemat, or a tablecloth. Cutting boards should be cleaned with hot, soapy water and a sanitizing solution such as diluted bleach.
- Wash and sanitize all work surfaces, cutting boards, and utensils after they have come into contact with raw meat, fish, poultry, or eggs.
Emphasize Safety with Knives and Equipment

- Before allowing children to begin work on food projects, demonstrate the proper use of knives and equipment such as graters, cheese slicers, and can openers. Advise students to always cut toward their tables or desks and away from their hands. With younger children, adults should do any cutting for them.
- Any equipment, even plastic serrated knives, toothpicks, or wooden skewers, can be dangerous if handled improperly. Promptly remove students who are behaving in a reckless manner with tools or equipment.
- Always use two dry potholders when removing foods from the microwave or oven. Be sure to turn off the stove, oven, electric fry pan, etc., when you are finished cooking. Avoid knocking hot pots off the stove by turning pot and pan handles inward.

Organize Your Project

- Students may work in groups or as part of an assembly line.
- Time your projects so that foods do not sit at room temperature for more than two hours. The “danger zone” for rapid bacterial growth is between 40 and 140 degrees Fahrenheit. Do not allow students to save perishable foods to eat later in the day.
- Don’t sample food products prepared with raw eggs. Even one spoonful of cookie batter can harbor dangerous bacteria. Recipes that call for raw eggs, such as eggnog, should use an egg substitute that has been pasteurized.
**WACKY SNACKS**

---

**TORTIZZA!**

**INGREDIENTS**
1. 10” whole-wheat flour tortilla
2. 2 T. prepared pizza or pasta sauce
3. 1/4 cup grated part-skim mozzarella cheese
4. 1/4 cup chopped vegetables of your choice (examples include peppers, mushrooms, onions and broccoli florets)

**DIRECTIONS**
Spread sauce evenly over tortilla. Add cheese and vegetables and roll up the tortilla. Microwave on high for 1 minute. Makes 1 serving.

---

**BURRATO!**

**INGREDIENTS**
1. 1 medium potato
2. 2 T. refried beans (or refried black beans)
3. 1-2 T. salsa
4. 2 T. grated sharp cheddar cheese

**DIRECTIONS**
Wash and scrub potato. Using a sharp knife, carefully poke the potato (this allows the steam to escape during cooking). Microwave on high for 4-6 minutes. After the potato has cooled, cut in half, press down to flatten, and spread remaining ingredients evenly between the two potato halves. Microwave on high for 1 minute. Optional: Serve with low-fat sour cream, shredded lettuce and avocado chunks.

Makes 1 serving.

---

**YOبانولا!**

**INGREDIENTS**
1. 6-8 oz. carton low-fat or fat-free vanilla yogurt
2. 1 banana
3. 1/4 cup low-fat granola cereal

**DIRECTIONS**
Peel and slice banana. Divide between two cereal-sized bowls. Top the bananas with the yogurt (one-half carton per bowl). Sprinkle granola on top of each bowl.

Makes 2 servings (share with a friend!)

---

Wacky Snacks ©2007 Connie Liakos Evers Used by permission
MY WACKY SNACKS

How do you make a wacky snack? By mixing two or more foods together, you get a delicious snack with a funny name.

NAME

’s WACKY SNACK RECIPE

+ + = 

INGREDIENTS:

DIRECTIONS:

NAME

’s WACKY SNACK RECIPE

+ + = 

INGREDIENTS:

DIRECTIONS:
**RECIPE REVIEW**

Name ______________________

**DIRECTIONS**
Ask your teacher for copies of the *Wacky Snacks* or *Make Your Own Recipe* sheets. Pick a recipe that you would like to try or use a recipe idea of your own. When you are finished, be sure to complete this worksheet.

**GOOD COOK REMINDERS!**

Every time I cook, I need to remember to
1. ask permission.  
2. wash my hands and work area.  
3. gather all of the ingredients.  
4. gather all of the equipment.  
5. prepare the recipe.  
6. clean up my work area.  
7. fill out this work sheet.

The recipe I tried at home was ______________________

This is how I made this recipe:

________________________________________________________________________

________________________________________________________________________

This is how it looked:

________________________________________________________________________

________________________________________________________________________

This is how it tasted:

________________________________________________________________________

________________________________________________________________________

Changes to try the next time I make this recipe:

________________________________________________________________________

________________________________________________________________________

I tasted my recipe.

*Adult Signature*

Adult comments are welcome:

________________________________________________________________________
This activity is adapted by permission from *Nutrition Fun with Brocc and Roll* by Connie Liakos Evers, MS, RD.

*Description*: Students track their daily eating habits by writing down the things they eat or drink and categorizing each item into one of six different food groups.

*Learning Objectives*: Students will practice analyzing their eating habits.

### SCIENCE TOPICS
- Human health
- Categories of food groups
- Importance of fruits and vegetables

### GRADE LEVEL
- 3–5

### PROCESS SKILLS
- Choosing healthy foods
- Data collection
- Analyzing information

### TIME REQUIRED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Advance Preparation</th>
<th>Set Up</th>
<th>Introduce Activity</th>
<th>Student Logs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
<td>None</td>
<td>20 minutes</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Discussion</td>
<td>15 minutes</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY MATERIALS

Pocket Tally

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• Copies of *Sizing Up My Diet Pocket Tally* activity sheets (one per student)
• Additional copies of the *My Pocket Tally* sheet (optional and dependent on the number of days students will keep a tally)
• Pencils or pens (one per student)
• Markers
• Transparencies (optional)
• Overhead projector (optional)

**ADVANCE PREPARATION**

• After reviewing this write-up, determine how the activity will work best for your class. Factors to consider include whether students will be able to take their tally sheets home and bring them back to school the next day, whether and when they will remember to fill in their entries, and whether they may need guidance when they enter information.

One possible strategy for implementing the activity is to structure the activity primarily within the school day (for example, students fill in a given day’s breakfast and lunch and the previous night’s dinner during class time in the afternoon). Students may still be assigned to create a list of dinner items at home in order to ensure family involvement.

• Determine the number of days you would like for students to keep their tallies. This could range from two days for young students up to a week or more. Each *My Pocket Tally* sheet provides students with space to track the information for two days.

• Make enough copies of the *Sizing Up My Diet* instruction sheet and *My Pocket Tally* activity sheets for students. Students will only need one copy of the instruction/example sheet.

  **Teacher Tip:** If students are keeping their tallies for a total of only two days, the instruction and tally sheets can be copied as one double-sided sheet.

• If desired, make a transparency out of a blank *My Pocket Tally* master sheet to fill out as a class. Alternatively, extra copies of this page can be made and handed out for students to practice filling in the sheets, or the example tally sheet on the instruction sheet may be discussed.
INTRODUCING THE ACTIVITY

Tailor your presentation to your individual style and to students’ ability levels. Sample scripts and example questions are provided in italics.

- Begin the class with a group discussion.
  *With this activity we are going to learn more about nutrition and why it is important to eat healthy foods. Has anyone heard the word nutrition before? Does anyone know what we mean when we talk about nutrition? Nutrition is the science of healthy eating.*

- *Why do you think it’s important to eat healthy foods?*

- Help students brainstorm as necessary. Record students’ answers on a large piece of paper or a white board. Make sure to keep the class focused on positive reasons to eat healthy foods. Possible answers include:
  - Keeping our bodies strong and healthy (muscles, teeth, bones, heart, etc.).
  - Helping us to feel good (happy, energetic, etc.).
  - Giving us the energy to do our favorite activities (sports, play, school, etc.).
  - Keeping our brains working and helping us do well in school (smarter, better grades, pay attention in class, etc.).

- Next, review the basic food groups with students and brainstorm examples of healthy foods.

- Record students’ answers. Possible answers include: whole grains, fruits and vegetables, lean meats (e.g., turkey, chicken, fish), low fat dairy (cheese, yogurt, milk), beans and nuts, foods low in added sugar, salt, saturated fat, and cholesterol, etc.

- *What is one healthy choice you’ve made?*
  Students may have a variety of personal experiences to share, including eating fruits and vegetables, drinking juice instead of soda, or eating healthy snacks instead of chips, cookies, etc.

- Once the class has finished this discussion, tell them they are going to record their daily food and drink choices. Looking at this information will help them think about their own choices and decide where they might want to make changes.

PROCEDURE

- Pass around the *Sizing Up My Diet* and *My Pocket Tally* activity sheets.
- Walk students through the instructions for filling out the sheet. If using a transparency made out of a blank *My Pocket Tally* master sheet or extra
copies of the sheet, fill these out as a class while inventing entries and discussing which category they fall into as a group.

- Explain to students the structure you have chosen for the activity, including when they will make their entries and the total number of days they will be tracking their diets.
- Discuss student’s findings after they have completed some or all of their data collection.

**DISCUSSION QUESTIONS**

Remember, there are no incorrect answers. Let students present their ideas and guide the conversation to the greatest extent possible.

- Ask students to share items from their tallies.
- *How many total fruits and vegetables did you eat?* Students’ answers will vary. Encourage all students to share at least one item.
- Students will have a variety of findings to share. After asking them to share some of their data, ask them to think about their tallies in the context of specific questions and recommendations.
- *How many people ate breakfast?* Research has demonstrated that eating breakfast directly benefits school achievement. Children who eat breakfast also take in more nutrients throughout the day than those who don’t, even when those who skip breakfast try to make up for it by eating more later in the day.
- *Nutrition scientists recommend we eat at least five different fruits and vegetables in a day. That might seem like a lot, but eating even more than that is better! Did anyone eat five different fruits and vegetables in one day?*
- The instructor may wish to use other recommendations from the MyPyramid chart (see the Nutrition Background Information section of this Teachers’ Guide) as a way to guide the discussion.
- *How do you think keeping track of our diets can help us make healthier choices?* Students may mention that they paid more attention to what they ate or other ways this activity can help them.
- *How could we use this information to set nutrition goals for ourselves?* Introducing this concept will help set up the more advanced Goal-Setting Calendar activity.

**CLEAN UP**

- If necessary, gather activity materials and put back in appropriate locations.
Research has shown that one component of effective nutrition education is focusing on behaviors rather than nutrition facts alone. By creating clear links between the importance of healthy choices and students’ own experiences, activities that engage students in examining their diets bring the message of nutrition education home in an interactive, memorable manner.

In addition, family involvement is an important factor in children’s choices, and activities in which they collect information on their diets throughout the day also necessarily connect students’ home environments with what they learn at school.

While adults can offer nutrition experiences that reinforce good eating habits, provide mostly healthful food choices, and model good eating practices, the decision to put nutrition knowledge into practice ultimately lies with each child.

This activity empowers children by allowing them to monitor themselves as a precursor to setting their own goals, reinforcing that they have control over their own health and nutrition. The Goal-Setting Calendar activity provides students with the next step, asking them to build on this information and take concrete action based on their own assessments of their choices.
SIZING UP MY DIET
Packet Tally

DIRECTIONS
1. Cut out the pocket tallies on the next page. Staple them together and put them in a handy place so you will remember to record what you eat.

2. Each time you eat or drink, write the name of the food or beverage on your pocket record. Next, place a tally mark in the correct food group. For example, if you had cereal, yogurt and juice for breakfast, place tally marks in the Grain, Milk and Fruit groups.

   The MyPyramid: What Kids Need to Eat Each Day chart on page 16 will help you to decide where to place foods and calculate the number of servings in the food group categories.

   At the end of each day, answer the questions at the bottom of this page.

EXAMPLE

HOW DID I DO TODAY?
1. Did I eat breakfast?
2. Did I eat the suggested number of servings from each group?
3. Did I make progress on a personal nutrition goal?

   Explain

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Goal-Setting Calendar

This activity is adapted by permission from *Nutrition Fun with Brocc and Roll* by Connie Liakos Evers, MS, RD.

**Description:** Students build on what they’ve learned by setting and tracking goals for healthy eating.

**Learning Objectives:** Students will practice analyzing their own habits and putting into practice the nutrition information they have learned.

### SCIENCE TOPICS	GRADE LEVEL	PROCESS SKILLS

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<td>Setting goals</td>
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<td>Data collection</td>
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### TIME REQUIRED

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**ACTIVITY MATERIALS**

©2007, OMSI
• Copies of *Goal Setting* activity sheets (one set per student)  
• Pencils or pens (one per student)  
• Markers  
• Transparencies (optional)  
• Overhead projector (optional)

**ADVANCE PREPARATION**

• Make copies of the *Goal Setting* activity sheets (one set per student). The two sheets can be copied onto both sides of a single sheet of paper.  
• If desired, make a transparency out of the *Sample Goal-Setting Calendar* master sheet. Alternatively, copies of this page can be made and handed out for students to refer to when the activity is introduced.

**INTRODUCING THE ACTIVITY**

Tailor your presentation to your individual style and to students’ ability levels. Sample scripts and example questions are provided in italics.

➢ Begin the class with a review of the information from past activities and the *Every Body Eats* exhibit.  
*Who here remembers some of the reasons why it’s important to eat healthy foods?*  
• Possible answers include: Keeping our bodies strong and healthy (muscles, teeth, bones, heart, etc.).  
• Helping us to feel good (happy, energetic, etc.).  
• Giving us the energy to do our favorite activities (sports, play, school, etc.).  
• Keeping our brains working and helping us do well in school (smarter, better grades, pay attention in class, etc.).

➢ *Does anyone remember how many different servings of vegetables or fruits scientists recommend we eat in a day?*  
In the past many sources called for five, but nutrition experts now recommend 9–13 servings of vegetables and fruits per day, depending on calorie needs.

➢ *Can anyone think of a thing we can do to be sure we’re eating enough healthy foods and avoiding too much of the unhealthy ones?*  
Students’ answers will vary. If students have done the *Pocket Tally* activity, ask them if they can think of ways their results from that activity could help them accomplish this.
Who knows what it means to set a goal? Students could also be asked to name a goal they have set for themselves in the past.

A goal is like a plan. Just as plans can change, a goal may need to be changed in order to achieve it. You can set goals for your schoolwork, your behavior, your physical fitness, or for nutrition.

Tell the class that they are going to do an activity where they will think of goals for their eating habits. They will record these goals by writing them down and then be able to check to see how well they reached them later.

**PROCEDURE**

- Pass around the *Goal Setting* activity sheets.
- Review with students the S.N.A.C.K. guidelines for goal setting.
- Use the overhead transparency or copies of the *Sample Goal-Setting Calendar* to show students how to fill out the calendar sheets and to provide examples of nutrition goals.
- At this point, the class can also brainstorm as a group some additional examples of good nutritional goals. It may be important to emphasize to students that their goals can be small.
- Help students fill out the dates as a group.
- *Now it's time to make your own list! Remember, your goals don't have to be too big, but they do need to be things you can count.*
- When students have completed their calendars, have them put them aside.
- *We’ll be coming back to these at the end of the first week to see how well we did meeting our goals.*
- Students should review their goals for each week at a designated time in class. They can also set new goals for the coming week at the end of these discussions. It may also be valuable to encourage students to make notes on their calendars throughout the week.
DISCUSSION QUESTIONS

Remember, there are no incorrect answers. Let students present their ideas and guide the conversation to the greatest extent possible.

Teacher Note: Discussion for this activity can occur at the end of each week in addition to at the end of four weeks of monitoring or by using whatever structure seems most appropriate.

- Ask students to share some of the goals from their calendars.

- **Which goals were the hardest to reach? Which were the easiest? Did keeping track of goals help you eat a healthier diet than usual? How?**
  Students may observe that paying more attention to their diets made it easier to make healthy choices and reach their goals, or that defining goals gave them a motivation to try to reach them.

- **Do you think that this activity helped you make permanent changes? Will you keep trying to reach some of these goals even when you’re not writing them down?**

SETTING DIETARY GOALS

Educators and parents seek to provide kids with the opportunity and knowledge to make healthful choices. Sometimes, though, in spite of our best efforts, we observe children who make mostly poor choices.

While we can offer nutrition experiences that reinforce good eating habits, provide mostly healthful food choices, and model good eating practices, the decision to put nutrition knowledge into practice ultimately lies with each child.

This activity empowers children by allowing them to set and monitor goals and make their own plans, reinforcing that they have control over their own health and nutrition.

Setting goals is something children can apply to many areas of their life. Parents and teachers can serve as role models by setting good health goals along with children. Following the S.N.A.C.K. system allows children to set effective goals that they are more likely to prove successful in achieving.
GOAL SETTING

Have you sized up your diet yet using the MyPyramid, Pocket Tally or Nutrition Abacus? Have you completed the Weekly Activity Tally? If so, you may have noticed a few changes you could make to improve your health habits.

Whenever you want to make a change, the first thing you need to do is to set a goal. A great way to succeed at setting and reaching your goals is to use the S.N.A.C.K. system.

S = Small
- Is this goal small enough so I can meet it in a short period of time?

N = Needed
- Is this a change that I need to make for better health?

A = Achievable
- Can I achieve this goal? Will I need the help of others to meet this goal? Is it a goal that I can really accomplish?

C = Can I Count it?
- Is this goal written in a way that I can count and measure my progress?

K = Know-How
- Do I know enough to set this health goal? Where would I find more information on this topic?

You can keep track of your progress in meeting your goals by using the goal-setting calendar on page 24.

Q: Can you think of other ways to check your progress at meeting goals? (Some ideas are listed at the bottom of the page.)
# Goal-Setting Calendar

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<td>![ ]</td>
<td>I still need to work on this:</td>
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</tr>
</tbody>
</table>

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**REMEMBER TO SET S.N.A.C.K. GOALS:**

**Small, Needed, Achievable, Can I Count It?, Know-How**

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# Sample Goal-Setting Calendar

## Name: Hugh

<table>
<thead>
<tr>
<th>Week 1 Dates: 4/3-4/9</th>
<th>My Goal This Week:</th>
<th>Set three new vegetable goals for the week.</th>
<th>Week 2 Dates: 4/10-4/16</th>
<th>My Goal This Week:</th>
<th>Ride my bike to my friends' house at least twice.</th>
<th>Week 3 Dates: 4/17-4/23</th>
<th>My Goal This Week:</th>
<th>Eat breakfast every day this week (even if I have early band practice).</th>
<th>Week 4 Dates: 4/24-5/1</th>
<th>My Goal This Week:</th>
<th>Set down on soda pop. I will drink only 3 cans instead of 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thu</td>
<td>Fri</td>
<td>Sat</td>
<td>MY PROGRESS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try at least two</td>
<td>Tried</td>
<td>YUM!</td>
<td>Mom</td>
<td>put peas in</td>
<td>at school, we had baby corn on our salad.</td>
<td>I met my goal!</td>
<td>I still need to work on this:</td>
<td></td>
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</tr>
<tr>
<td>new vegetables</td>
<td></td>
<td></td>
<td>put peas in the stir-fry</td>
<td></td>
<td>It was OK.</td>
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<tr>
<td>Rode bike to</td>
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<td>Rode bike to</td>
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<tr>
<td>my friends’ house</td>
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<td></td>
<td>Matt’s (big hill!)</td>
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<td>at least twice</td>
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<tr>
<td>Band practice -</td>
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<td>slept in, but ate</td>
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<tr>
<td>I got up earlier</td>
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<td>breakfast at school</td>
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<td>Breakfast at school</td>
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<td>I can at</td>
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<td>Grandma’s</td>
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<tr>
<td>NO SODA!</td>
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<td>I can</td>
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<tr>
<td>Roger’s house</td>
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<tr>
<td>NO SODA!</td>
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<td>1 can (movies)</td>
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<td>I can</td>
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<td>to drink water</td>
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</tbody>
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## Remember to Set S.N.A.C.K. Goals:

*Small, Needed, Achievable, Can I Count it?, Know-how*
Additional Resources

The following resources provide information and activities that may be useful to supplement the *Every Body Eats* exhibit and Teachers’ Guide.

**Websites for Parents and Teachers**
http://www.kidnetic.com/Parents/ (Available in Spanish and English)
Includes a parents’ guide to nutrition as well as articles on specific nutrition topics

www.mypyramid.gov (English)
http://www.mypyramid.gov/sp-index.html (Spanish)
The U.S. government’s guide to healthy eating

http://www.nutrition.gov/ (English)
The U.S. government nutrition site, with links to many other government health websites

http://www.hsph.harvard.edu/nutritionsource/ (English)
Nutrition school of public health

http://www.fruitsandveggiesmatter.gov/ (English)
http://www.cdc.gov/nccdphp/dnpa/frutasyverduras/ (Spanish)
Great science information and practical healthy eating tips and resources from the Centers for Disease Control and Prevention

http://www.nutritionforkids.com/ (English)
Includes a nutrition newsletter, handouts and resources for teachers and parents, and more

http://www.programenergy.org/ (English)
More classroom activities for elementary school students focused on nutrition and healthy eating

[www.omsi.edu/everybodyeats](http://www.omsi.edu/everybodyeats) (Available in English and Spanish)
The OMSI Nutrition and Fitness site has nutrition information, online games based on the Everybody Eats exhibit, and links to other nutrition resources.

**Websites for Students**
www.kp.org/amazingfooddetective (Available in Spanish and English)
Amazing Food Detective is an online crime solving game that shows kids how to choose healthy foods and how to become more active.

http://www.kidnetic.com/ (English)
Games, information, and resources

http://www.bam.gov/ (English)
Information for kids about nutrition, physical activity, and other health and safety issues

http://nutritionforkids.com/kidactivities.htm (English)
Activities, recipes, links, and books

http://www.kidshealth.org/kid/centers/nutrition_center.html (English)
Nutrition and fitness information from Nemours Center for Children’s Health Media, includes some resources in Spanish

http://www.cspinet.org/smartmouth/ (English)
Kid nutrition site from the Center for Science in the Public Interest

http://exhibits.pacsci.org/nutrition/nutrition_cafe.html (English)
Nutrition games and information from the Pacific Science Center, Seattle